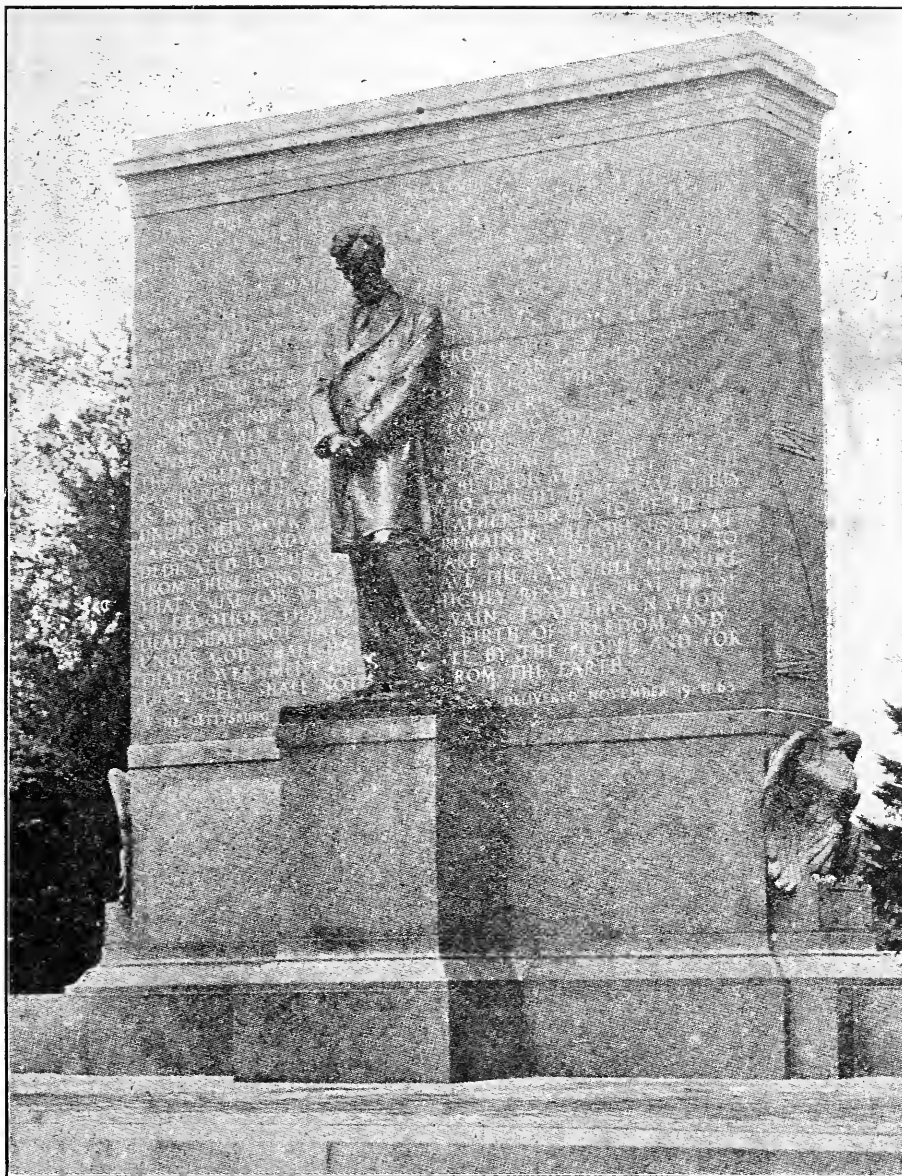


# Lincoln at Gettysburg



Abraham Lincoln—By Daniel Chester French.  
(State Capitol Grounds, Lincoln, Nebraska.)

Published  
by the State  
Superintendent  
of Public  
Instruction

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STATE OF MICHIGAN  
Department of Public Instruction  
LANSING

Lansing, June 1, 1918.

The Department of Public Instruction issues this bulletin on Lincoln at Gettysburg to serve as a help to teachers and pupils in the study of the Gettysburg Speech. We hasten to acknowledge our indebtedness to those who have contributed to make this publication possible. Through the kindness of Hon. O. T. Corson, Editor of *The Ohio Educational Monthly*, we reprint from that journal his excellent "History of the Consecration of the National Cemetery and the Gettysburg Address." It is also our singular good fortune to present here the account of Lincoln's Gettysburg Address by the late Hon. John Morrow, District Superintendent of Schools, Pittsburgh, Pa. Mr. Morrow stood within arm's length of Abraham Lincoln when the speech was delivered. His account is therefore especially trustworthy. In April, 1915, Mr. Morrow wrote us: "I shall be delighted to have a small share in the honor of disseminating Abraham Lincoln's sterling qualities of mind and heart among the boys and girls of Michigan." Mrs. Elinor Gage Babcock has outlined the study of the speech. We believe it will prove unusually helpful to both teachers and pupils. Several of the illustrations are given through the courtesy of the Brown Picture Company.

We are confident that the study of Lincoln's immortal speech will impress the boys and girls of Michigan what a privilege it is to be an American citizen. We are confident, also, that they will meet the duties which the privilege imposes. And that is what Lincoln prayed for.

Very respectfully,

A handwritten signature in cursive script, reading "Fred L. Keeler". The signature is written in dark ink and is positioned above the printed name of the Superintendent of Public Instruction.

Superintendent of Public Instruction.

## FAC-SIMILE OF GETTYSBURG ADDRESS.

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Address delivered at the dedication of the Cemetery at Gettysburg.

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedis

cato — we can not consecrate — we can not  
 hallow this ground. The brave men, living  
 and dead, who struggled here, have consecrated it,  
 far above our poor power to add or detract. The world  
 will little note, nor long remember what we say here,  
 but it can never forget what they did here. It is for us  
 the living, rather, to be dedicated here to the unfinished  
 work which they who fought here have thus far so  
 nobly advanced. It is rather for us to be here  
 dedicated to the great task remaining before us — that  
 from these honored dead we take increased devotion  
 to that cause for which they gave the last full  
 measure of devotion — that we here highly resolve  
 that these dead shall not have died in vain — that  
 this nation, under God, shall have a new birth of  
 freedom — and that government of the people,  
 by the people, for the people, shall not perish  
 from the earth.

Abraham Lincoln.

November 19, 1863.



# HISTORY OF THE CONSECRATION OF THE NATIONAL CEMETERY AND THE GETTYSBURG ADDRESS

BY O. T. CORSON

I can never forget my first visit to the Gettysburg Battle-field, in 1898, in company with President Fess of Antioch College. The day was ideal in every particular and while every minute of the time was thoroughly enjoyed, the climax of interest came at the close of the day when we returned for a last look at the monument, which is located in the National Cemetery and which marks the place where Lincoln stood when he delivered his Immortal Address. As we stood by the side of this monument, facing the graves of 3,555 loyal soldiers who had given their lives for the Union, and felt in our souls the sublime pathos of the surroundings, it suddenly occurred to us that the date was *November 19, the thirty-fifth anniversary of the Consecration Services of the National Cemetery*, and with bowed heads, moist eyes, appreciative minds, and grateful hearts, we together recited "The Lines" of Lincoln.

We have both visited Gettysburg several times since 1898, and it was our rare privilege to spend the entire week of November 18-22, 1912, in the Adams County Teachers' Institute, held in the historic old town. Several hours each day were devoted to a careful study of the battle-field, established as a National Military Park by an act of Congress in 1895, and it was my privilege, on *November 19*, to have a small part in directing the institute in a brief exercise held in commemoration of the forty-ninth anniversary of the day. At the close of this exercise, the entire audience of at least one thousand teachers and patrons of the public schools arose and reverently united in reciting the Gettysburg Address. So impressive was the scene that I then and there resolved to urge upon the teachers and pupils of the public schools to commemorate in a fitting manner, with appropriate exercises, *November 19, 1913, the Fiftieth Anniversary of the Consecration Services of the National Cemetery and of the delivery of Lincoln's matchless oration.*

## THE NATIONAL CEMETERY

To Andrew G. Curtin, the great War Governor of Pennsylvania, who visited the battle-field shortly after the battle of Gettysburg for the purpose of bringing relief to the sick and wounded soldiers, and to David Wills, a resident of the town and a personal representative of the Gov-

error, is due the credit of proposing the establishment of the National Cemetery at Gettysburg. By the authority of Governor Curtin, Mr. Wills invited the different states whose soldiers had lost their lives in the battle, to cooperate in removing their remains from the hastily made graves in which they had been, in many instances, only partially buried, to a cemetery, the grounds for which he had purchased, at the request of the Governor, to be paid for by the State of Pennsylvania. The grounds, thus purchased at a cost of \$2,475.87, consisted of about seventeen acres located on Cemetery Hill and overlooking the entire battle-field.

The invitation extended to the different states to cooperate in this patriotic service was cordially accepted, and in a comparatively short time the cemetery grounds were laid out under the direction and supervision of William Saunders, a landscape gardener of Germantown, Pennsylvania, with lots assigned to each loyal state whose soldiers had fallen in the battle. The cut presented with this article shows the semicircular arrangement of the graves of "these honored dead," summarized as follows in the official list published in 1865 by the State of Pennsylvania:

1. Connecticut .....	22
2. Delaware .....	15
3. Illinois .....	6
4. Indiana .....	80
5. Maine .....	104
6. Maryland .....	22
7. Massachusetts .....	159
8. Michigan .....	171
9. Minnesota .....	52
10. New Hampshire.....	49
11. New Jersey.....	78
12. New York.....	866
13. Ohio .....	131
14. Pennsylvania .....	526
15. Rhode Island.....	12
16. Vermont .....	61
17. West Virginia.....	11
18. Wisconsin .....	73
United States Regulars.....	138
Unknown, North Lot 411; South Lot 425; Inner Circle 143; total	
Unknown .....	979
Grand Total.....	3,555



## THE NATIONAL MONUMENT

The design for the National Monument, which marks the location of the platform on which the Consecration Services, held November 19, 1863, were conducted, was executed by J. G. Batterson, of Hartford, Connecticut. Major-General O. O. Howard delivered the oration at the laying of the corner-stone, July 4, 1865, and at the dedication of the Monument, July 1, 1869, Henry Ward Beecher offered the prayer, Oliver P. Morton delivered the oration, Major-General George G. Meade made an address, and Bayard Taylor presented an ode.

This beautiful Monument stands sixty feet in height with a colossal statute of Liberty at its top. At the four angles of the pedestal, twenty-five feet square, are allegorical figures representing History, War, Peace, and Plenty, and on a bronze tablet on one side of the Monument, Lincoln's Address is recorded in full.

## GETTYSBURG BATTLE FIELD MEMORIAL ASSOCIATION

Even before the close of the war, a movement was started to preserve the existing memorials of the battle-field and, on April 30, 1864, the Gettysburg Battle-Field Memorial Association was incorporated by an Act of the Legislature of Pennsylvania. The object of this Association was "to hold and preserve the battle-grounds of Gettysburg \* \* \* \* \* with the natural and artificial defenses as they were at the time of said battle, and by such perpetuation, and such memorial structures as a generous and patriotic people may aid to erect, to commemorate the heroic deeds, the struggles and the triumphs of their brave defenders."

Too great praise cannot be given to the officers and members of this Memorial Association, who for thirty years devoted much time and effort to directing the work of surveying the grounds, locating and laying out roads and avenues, and providing for the erection of suitable memorials and monuments.

The revenues of the Association were not equal to the large demands made upon it, and in 1891 a committee was appointed to devise a plan for the future maintenance of the battle-field. As a result of the recommendations and efforts of this Committee, on March 3, 1893, an Act of Congress was approved authorizing the Secretary of War to appoint a Commission of three to have charge of the work of preserving the battle-lines at Gettysburg. On February 11, 1895, approval was given to another Act of Congress "To establish a National Military Park at Gettysburg, Pennsylvania." Under the provisions of this Act the work has gone forward until today the Gettysburg Battle-field, containing about twenty-five square miles, is the best preserved and the most widely known battle-field in the world.



MONUMENT IN NATIONAL CEMETERY

## ARRANGEMENTS FOR THE CONSECRATION SERVICES

In a letter dated August 17, 1863, Mr. Wills suggested to Governor Curtin that the Cemetery should be "consecrated by appropriate ceremonies." This suggestion met with the hearty approval of the governor, who united with the governors of the other states having soldiers who fell in the battle of Gettysburg, in a request that Mr. Wills make the necessary arrangements for the ceremonies. In accordance with this request, on September 23, 1863, Mr. Wills wrote the Honorable Edward Everett of Massachusetts inviting him to deliver the oration and naming October 23 as the date. The reply of Mr. Everett, dated September 26, is full of interest and indicates that he fully realized both the opportunity and responsibility which came with an acceptance of the invitation. He said:

"I have received your favor of the 23d instant, inviting me, on behalf of the governors of the states interested in the preparation of a cemetery for the soldiers who fell in the great battles of July last, to deliver an address at the consecration. I feel much complimented by this request, and would cheerfully undertake the performance of a duty at once so interesting and honorable. It is, however, wholly out of my power to make the requisite preparation by the 23d of October. I am under engagements which will occupy all my time from Monday next to the 12th of October, and, indeed, it is doubtful whether, during the whole month of October, I shall have a day at my command.

"The occasion is one of great importance, not to be dismissed with a few sentimental or patriotic commonplaces. It will demand as full a narrative of the events of the three important days as the limits of the hour will admit, and some appropriate discussion of the political character of the great struggle, of which the battle of Gettysburg is one of the most momentous incidents. As it will take me two days to reach Gettysburg, and it will be highly desirable that I should have at least one day to survey the battle-field, I cannot safely name an earlier time than the 19th of November.

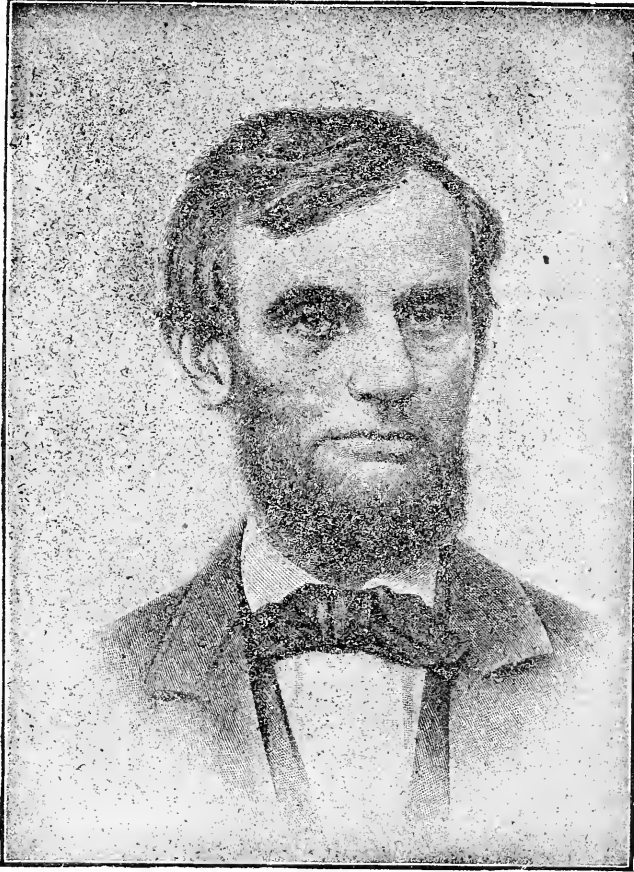
"Should such a postponement of the day first proposed be admissible, it will give me great pleasure to accept the invitation."

On November 2, Mr. Wills wrote President Lincoln informing him that the Cemetery would be consecrated November 19 and that Mr. Everett would deliver the oration; and inviting him, as Chief Executive of the nation, formally to set apart the grounds to their sacred use by a few appropriate remarks. This official invitation was accompanied by a private note of invitation from Mr. Wills as follows:

"As the hotels in our town will be crowded and in confusion at the time referred to in the enclosed invitation, I write to invite you to stop with me. I hope you will feel it your duty to lay aside pressing business for a day to come on here to perform this last sad rite to our brave

soldiers on the 19th instant. Governor Curtin and Honorable Edward Everett will be my guests at that time, and if you come will you please join them at my house."

Both the official invitation formally to set apart the grounds to their sacred use by a few appropriate remarks, and the private invitation to be a guest in the home of Mr. Wills, were accepted. Because of the acceptance of the latter, the "Wills House" will ever remain one of the



ABRAHAM LINCOLN

most interesting places in Gettysburg, while the "few appropriate remarks," made in response to the former, have "given to Gettysburg another claim to immortality and to American eloquence its highest glory."

#### LINCOLN'S JOURNEY TO GETTYSBURG

To the proposal of Secretary Stanton that the special train leave Washington at 6:00 A. M. and reach Gettysburg at noon, November 19, Mr. Lincoln frankly replied:

"I do not like the arrangement. I do not wish to so go that by the slightest accident we fail entirely; and, at the best, the whole to be a mere breathless running of the gauntlet. But any way."

The plan was changed to suit the wishes of the President and at noon, November 18, the presidential party started on its journey, reaching Gettysburg that evening. Only three members of the President's cabinet accompanied the party—Secretary of State Seward, Secretary of the Interior Usher, and Postmaster-General Blair. Private Secretaries Nicolay and Hay were in attendance upon the President.

#### PREPARATION OF THE GETTYSBURG ADDRESS

While there are many conflicting reports regarding the preparation of the Address, all reliable historians agree that it was carefully thought out and committed to writing. The facts seem to be that it was substantially completed before the President left Washington, that it was finished in the room occupied by him in the Wills House at Gettysburg, that it was slightly changed at the time of its delivery, and that it was finally revised by Mr. Lincoln for publication in "Autograph Leaves of Our Country's Authors" which was published for the benefit of a Baltimore Fair.

This final revision constitutes *The Standard Version*, a *Fac-Simile* of which is printed herein. In this authorized form it should be memorized by the teachers and pupils of the schools to whose careful consideration the following truthful and eloquent tribute, quoted from an address before the Historical Society of Pennsylvania, February 8, 1909, by Major William H. Lambert, is earnestly commended.

"In an address so brief, but so momentous, every syllable tells; and though the differences between the final revision and the speech as actually delivered are few and seemingly immaterial, the changes intensify its strength and pathos and add to its beauty, and as so revised the speech cannot be too jealously preserved as the ultimate expression of the author's sublime thought. Increasing appreciation of Lincoln's character and of his fitness for the great work to which in the providence of God he was called enhances the value of his every word, and surely the form which he intended this utterance should be judged is that in which we should perpetuate the Gettysburg Address."

## PROGRAM OF CONSECRATION SERVICES, NOVEMBER 19, 1863

Music by Borgfield's Band

Prayer by Reverend T. H. Stockton, D. D.

Music by Marine Band

Oration by Honorable Edward Everett

Music—Hymn composed by B. B. French

Dedicatory Remarks by the President of the United States

Dirge sung by Choir selected for the occasion

Benediction by Reverend H. L. Baugher, D. D., President of Pennsylvania College, Gettysburg

Because of the historic interest which attaches to the *Hymn* and *Dirge* and because they can be used, if desired, as recitations in connection with exercises both are here published in complete form.

## THE HYMN

“’Tis holy ground,—  
This spot where in their graves  
We place our country's braves  
Who fell in Freedom's holy cause,  
Fighting for liberties and laws:  
Let tears abound.

“Here let them rest;  
And summer's heat and winter's cold  
Shall glow and freeze above this mould,  
A thousand years shall pass away—  
A nation still shall mourn this clay,  
Which now is blest.

“Here, where they fell,  
Oft shall the widow's tear be shed,  
Oft shall fond parents mourn their dead;  
The orphan here shall kneel and weep,  
And maidens, where their lovers sleep,  
Their woes shall tell.

“Great God in heaven!  
Shall all this sacred blood be shed?  
Shall we thus mourn our glorious dead?  
Oh! shall the end be wrath and woe,  
The knell of Freedom's overthrow,  
A country riven?

"It will not be!  
 We trust, O God, Thy Gracious power  
 To aid us in our darkest hour.  
 This be our prayer,—'Father, save  
 A people's freedom from its grave.'  
 All praise to thee!"

## THE DIRGE

"Oh! it is great for our country to die, whose ranks are contending;  
 Bright is the wreath of our fame; glory awaits us for aye;  
 Glory that never is dim, shining on with a light never ending,  
 Glory that shall never fade, never, oh, never away!

"Oh! it is sweet for our country to die. How softly reposes  
 Warrior youth on his bier, wet by the tears of his love,  
 Wet by a mother's warm tears; they crown him with garlands of roses,  
 Weep and then joyously turn bright where he triumphs above.

"Not in Elysian fields, by the still, oblivious river,  
 Not in the Isles of the Blest, over the blue rolling sea;  
 But on Olympian heights shall dwell the devoted forever;  
 There shall assemble the good, there the wise, valiant, and free.

"Oh! then how great for our country to die, in the front rank perish,  
 Firm with our breast to the foe, victory's shouts in our ear;  
 Long they our statues shall crown, in songs our memory cherish;  
 We shall look forth from our heaven, pleased the sweet music to hear."

## LINCOLN'S GETTYSBURG ADDRESS

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BY JOHN MORROW, ASSISTANT DISTRICT SUPERINTENDENT, PITTSBURGH, PA.

[Every one who reads this article will join the editor in an expression of grateful appreciation to Superintendent Morrow for his valuable contribution to the literature of Lincoln and Gettysburg, and for his timely aid in clearing away the mists which have too long surrounded one of the greatest events in our National history. With his own eyes and ears, Superintendent Morrow saw and heard what transpired at Gettysburg on that historic Nineteenth of November, and what he says he saw and heard can be relied on absolutely.—EDITOR.]

I cannot resist your very kind but persistent request that I shall give the readers of your journal, *THE OHIO EDUCATIONAL MONTHLY*, some of the impressions made upon me at the dedication of the National Cemetery at Gettysburg, fifty years ago.

Abraham Lincoln was one of the great objects about which the all-absorbing interest of that solemn event was naturally centered, and, let me say at the outset, he needs no eulogy at my hands nor, indeed, from any other source. I can neither say nor do anything that will add to or take from his great and good name.

It was my privilege to be present on that historic occasion. Half a century, freighted with changes destined to bless mankind to the remotest generations, has come and gone, but no impression in all these changeful years comes back to me with such indelible clearness and freshness as the divinely inspiring events of November 19th, 1863.

My friend, Dr. A. P. Garber, and I, through a good deal of tribulation, arrived in the little, old fashioned town of Gettysburg early on the morning of November 19th. We had been on the road all night. The Gettysburg of fifty years ago was very different from the Gettysburg of today. At that time, there was only one little, poorly equipped railroad, about thirty miles in length, leading into Gettysburg. This was a short branch running from Hanover Junction on the main line of the Pennsylvania railroad between Harrisburg and Baltimore. It had been put wholly out of commission by Lee's army under General Early and was still in very bad condition, so that it took us all night, from about five o'clock in the evening until seven the next morning, to cover those thirty miles. We found the old town swarming with strangers. They had been coming for several days, expecting to attend the dedication. That nineteenth of November was one of the most beautiful, sunshiny days



that any one could desire. The sky was clear; the air was pure and bracing; but there was an atmosphere of stillness, suppressed sorrow, and grief that seemed to pervade the whole country. The people talked in subdued and plaintive tones. The irresistible feeling of the thousands present was that they were in the midst of a great funeral concourse. Most of the homes were elaborately draped in mourning and a pall of sadness enveloped the entire community.

The dedicatory exercises had been scheduled to take place at one o'clock P. M. A large platform about forty feet square had been erected out about half a mile from the town at the upper side of the cemetery, where the National Soldiers' Monument now stands. Doctor Garber and I walked out there in the morning a little after eight o'clock. The people had already commenced to gather at that early hour. We took seats on the front edge of the platform with our feet hanging over and dangling in space. We remained there until the dignitaries who had been previously invited to take seats on the platform, arrived. We were then asked to slide down off the platform which we did and stood on the ground leaning up against the front of it. Abraham Lincoln and Edward Everett were shown to seats right in front of where we stood. We were so close to them that I could have touched either of them during the entire dedicatory exercises. I heard all they said, which was very little, while they sat there. Abraham Lincoln did not seem to be in a talkative mood. Most of what he said was in answer to Everett's remarks about the pleasant weather, the great audience that had assembled there, and the gravity of the occasion. But I have neglected to speak of the procession.

That procession has been described in print as one of the greatest ever seen in this country. It is true, it was a great procession so far as composition was concerned, but small as regards numbers. It was headed by the Marine Band of Washington playing a funeral dirge. Abraham Lincoln rode alone next to the band, on horseback, followed by members of his cabinet and the Judges of the Supreme Court. After these came members of the United States Senate and House of Representatives. Following them, in close order, were the governors of states and other distinguished individuals, all on horseback, as carriages were not to be had.

A great choir of picked voices had been brought there, as I learned at the time, from Philadelphia. This choir, assisted by the Marine Band, furnished the music for the occasion. The music was all of that minor order, dirge-like, plaintive, and sorrowful. After two selections of this character were rendered, Edward Everett, of Massachusetts, was introduced. He was one of the most polished and eloquent speakers in the United States at that time. Governor Andrew G. Curtin, known as the

great war governor of Pennsylvania, and his private secretary, were in charge of the arrangements for the dedication. Curtin had selected Edward Everett to deliver the oration. He certainly made a very wise choice, for Everett was then undoubtedly one of the most forceful and eloquent speakers in the country. He was a graduate of the university, had studied theology and was ordained as a minister of the gospel, was elected professor of Languages in Harvard University, served as a member of the United States Senate for a number of years, had been governor of Massachusetts, still later Secretary of State, and as a crowning recognition of his ability, was sent as Minister to England to represent the United States. It will, therefore, be seen that Edward Everett was eminently qualified by intellect, by education, and by experience to deliver such an address. He was a splendid looking man, tall and well proportioned, with fine physique, classical face, flowing hair, and impressive personality. I can see him still, as his majestic form appeared on that platform, the very embodiment of grace, dignity, polish, and eloquence itself. Every word he uttered, for perhaps two hours, was in the right place and correctly spoken. There was no hesitation from the beginning to the end of his oration. It was a masterpiece of history, rhetoric, literature and logic and was delivered with an eloquence and sublimity that has rarely ever been equaled.

When Everett sat down, there was a tumult of applause which lasted for some time. He left that great audience of thousands of people wreathed in smiles and fairly prodigal of their approbation. When the audience became somewhat settled, one of those pathetic pieces of music was rendered, and Abraham Lincoln was introduced. Lincoln was tall, six feet four inches in height, lank and rather awkward looking in appearance. In nearly every respect, he was the opposite extreme of Everett. The strenuous labor of his early life had drawn his shoulders forward until he appeared stooped. The weight of responsibilities, past and present, had put deep furrows in his face. He rose from where he was sitting at the front of the platform and took out of his side pocket a sheet of foolscap paper on which his address was written. A great deal has been said, both in print and from the rostrum, about this paper's being untidy. I wish to state at this point, with all the positiveness of speech at my command, that these statements are untrue. The paper was clean and tidy and written with ink and not with pencil. It had been neatly folded and was in no way crumpled. I know these particulars to be true for I was close enough to see, scarcely two feet away from Lincoln at the time he read the paper. He was deeply affected and stood there before that immense audience and gazed over that great battlefield. His face assumed a sorrowful expression which I shall always remember. His mouth twitched, the muscles of his face seemed drawn, his

cheeks were blanched, his chest heaved, he was overwhelmed with emotion and could not say a word. After what seemed a long time, the large tears began to steal their way down his cheeks, and when he had somewhat recovered his powers of expression, he commenced in tremulous tones to read those sublime sentences that he called his "lines." There was enough wisdom in those lines for half a dozen orations. These lines are said to have been translated into more foreign languages than any other address ever delivered in this country. With great effort he choked down his grief, while he read in a broken and quivering voice what he had written and by the time he had partially recovered from his emotion the lines were done and he sat down amidst a death-like stillness and silence. Edward Everett reached out his hand to him and said, "Mr. Lincoln, allow me to congratulate you on those noble sentiments." Lincoln replied, "Dear me, Mr. Everett, I am sorry I could say so little. I had only twenty lines." "Yes, Mr. Lincoln, but there was more in your twenty lines than was in my twenty pages." Their conversation continued and Everett made two or three attempts to cheer Lincoln up by complimenting his address. But Lincoln warded him off each time and finally said, "We shall try not to talk about my address. I failed! I failed! And that is about all that can be said about it."

It will no doubt be remembered that it has been said to the disparagement of Lincoln, that Everett received all the applause and that Lincoln got none. While this is true, there never was an occasion where applause would have been more out of place than for Lincoln's address. His performance was essentially different from that of Everett's. In sentiment, in delivery, and in pathetic feeling, it was directed to the emotions while Edward Everett's address was directed wholly to the intellect. To Abraham Lincoln that was a great funeral occasion and as such he intuitively treated it. A prayer meeting or a funeral service is no place for applause, however eloquent the speaker may be. Lincoln's dramatic effort was a piece of pathetic feeling. It stirred up the elements of sorrow from center to circumference of the human soul. The difference between those two addresses may be stated in a few words. Edward Everett left that audience wreathed in smiles and in an outburst of admiration. Abraham Lincoln left it in tears. Edward Everett tickled the ear while Abraham Lincoln touched the heart. The one address called for prolonged applause while the other caused the audience to bow their heads in sorrow.

Edward Everett thoroughly appreciated the sterling worth of Lincoln's speech at the time, for when he was on his way home the next day, he wrote Lincoln a long letter thanking him for his kindness in securing for his daughter a good seat on the platform. At the close of this letter, he said, "My dear Mr. Lincoln, if I could persuade myself that

I came as near touching the spirit of that great occasion in two hours as you did in two minutes, I should feel exceedingly happy."

After the dedicatory exercises were concluded, the throng was eager to get away from the scenes of sorrow and sadness which had called them together. Abraham Lincoln and the Washington delegation had the right of way on the first section of the special train that left for Hanover Junction. Every twenty minutes after that first section went out, an additional train, heavily laden with humanity, left for the Junction. This was continued until midnight when Gettysburg was again practically deserted by strangers.

During the evening an immense crowd gathered around the old hotel where Governor Seymour, of New York, was stopping. He was loudly called for, and after a vigorous effort of the audience to get him out, the governor made his appearance and delivered a very pleasing and patriotic five-minute speech. He referred briefly to the blood and treasure that had been expended to hold the nation together. He also spoke of the grief and sadness of the occasion and the objects for which we had assembled.

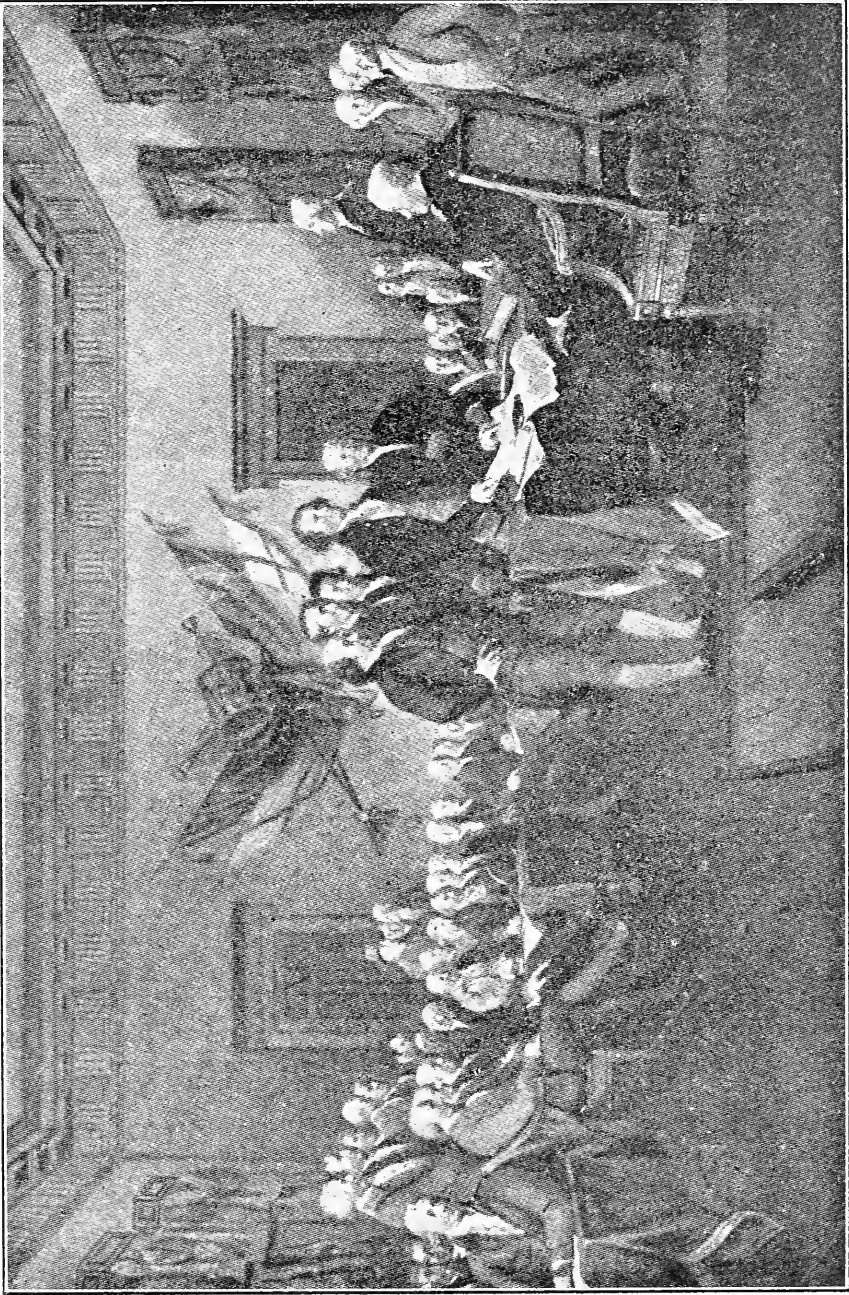
I have tried in this brief article to correct the misstatement that Abraham Lincoln's address was written on a scrap of untidy waste paper that he picked up in the car on his way from Washington to Gettysburg. I have also tried to make clear why Lincoln got no applause at the conclusion of his address. If I have succeeded in correcting these two false impressions, I shall feel amply repaid for my time in the preparation of this short contribution.

*From Edward Everett's note of congratulation to President Lincoln:*

"Permit me also to express my great admiration of the thoughts expressed by you with such eloquent simplicity and appropriateness at the consecration of the Cemetery. I should be glad if I could flatter myself that I came as near the central idea of the occasion in two hours as you did in two minutes."

*From President Lincoln's Reply:*

"In our respective parts yesterday you could not have been excused to make a short address nor I a long one. I am pleased to know that in your judgment the little I did say was not a failure."



Declaration of Independence, Trumbull. — Courtesy of G. P. Brown & Co.

*Four score and seven years ago our fathers brought forth on this continent a new nation.*

## LINCOLN'S IMMORTAL SPEECH AT GETTYSBURG

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- 1    Fourscore and seven years ago our fathers brought forth  
     on this continent, a new nation, conceived in liberty, and  
     dedicated to the proposition that all men are created equal.
- 2    Now we are engaged in a great civil war, testing whether  
     that nation, or any nation so conceived and so dedicated,  
     3 can long endure. We are met on a great battlefield of that  
     4 war. We have come to dedicate a portion of that field, as a  
     final resting place for those who here gave their lives that that  
     5 nation might live. It is altogether fitting and proper that we  
     should do this.
- 6    But, in a larger sense, we cannot dedicate—we cannot  
     7 consecrate—we cannot hollow—this ground. The brave  
     men, living and dead, who struggled here, have consecrated  
     8 it, far above our poor power to add or detract. The world  
     will little note nor long remember what we say here, but  
     9 it can never forget what they did here. It is for us, the  
     living, rather, to be dedicated here to the unfinished work  
     which they who fought here have thus far so nobly advanced.
- 10 It is rather for us to be here dedicated to the great task re-  
     maining before us—that from these honored dead we take  
     increased devotion to that cause for which they gave the last  
     full measure of devotion—that we here highly resolve that  
     these dead shall not have died in vain—that this nation,  
     under God, shall have a new birth of freedom—and that  
     government of the people, by the people, for the people, shall  
     not perish from the earth.

## OUTLINE OF LINCOLN'S "GETTYSBURG SPEECH"

BY ELINOR GAGE BABCOCK

### I

There are several ways in which to study a selection, each one of which gives the careful student a different viewpoint. One may approach it from the standpoint of detail, and study each sentence separately, noting its general structure, its individual words, and its general meaning. Again, one may study the selection as a whole, and form an outline of it, in order to determine whether or not there is a logical development throughout. Such an outline, if properly constructed, will present a skeleton of the main argument, from beginning to end; and show the relation which each part bears to the whole. More important still, perhaps, one may endeavor to get at the spirit of the thing, that intangible something which puts it in a place by itself, and by which men, called critics, classify it, and determine whether it is good, bad, or merely indifferent. If we wish to be very thorough in our study, we will, of course, use all of these three methods, and then form our final estimate by combining the results which we thus obtain.

Before taking up the "Gettysburg Speech" the eighth grade pupils should have a knowledge of the historical background. Correlate the work in United States history with the reading at this point. The Battle of Gettysburg is one of the decisive battles of the world. Why is it so ranked? The surrender at Appomatox two years later is usually regarded as the close of the Civil War. Be sure the pupils see the significance of the Battle of Gettysburg before they study Lincoln's Speech.

The following outline attempts to indicate a method by which any eighth grade teacher may guide her pupils in making a thorough study of Lincoln's "Gettysburg Speech."

We shall follow the sentence by sentence method first, for until we know the general content of the speech, it is impossible to go further. Each sentence should be numbered, for sake of convenience. We find that there are ten in all.

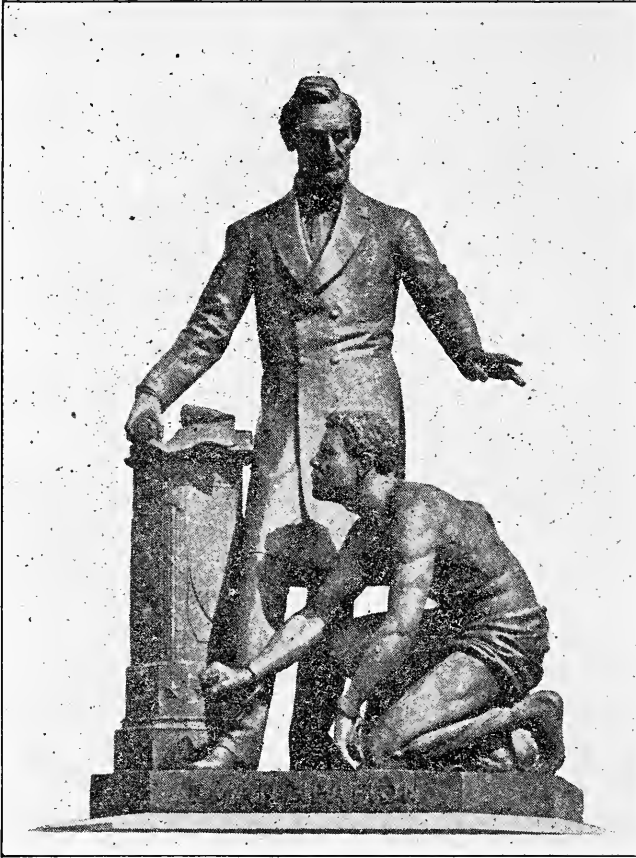
## II

## SUGGESTIVE QUESTIONS FOR EACH SENTENCE

## 1

What historical event is referred to in Sentence one? Give date.

Who were *our fathers*? Define *dedicate*, *proposition*, *created equal*. Do you agree with *our fathers* that *all men are created equal*? Give argu-



The Emancipation Group. — Designed by Thomas Ball

*All men are created equal.*

ments for or against the proposition. What is the meaning of the phrase, *conceived in liberty*?

## 2

Define *civil war*, *testing*, *endure*.

What was the fundamental question underlying the Civil War? Explain by means of Sentence two.



## 3

Locate and name the *great battle-field*.

Find out all you can about the great battle fought there.

Why should they choose that particular battlefield for a national cemetery?

## 4

Is there any difference in the meaning of the word *dedicate* as used here from that as used in Sentence one? Was there any difference in the method of dedication in the two cases? What is the purpose of the ceremony of dedication as practiced commonly? (Some students may have attended some such ceremony. Teacher may bring out the difference between the term as applied to a distinct ceremony, as in Sentence four and its general meaning in Sentence one.)

## 5

Define *fitting*, *proper* and *altogether* as used here. What is the distinction between the two terms: *fitting* and *proper*? Why is it *fitting and proper that we do this*?

## 6

What is the meaning of *in a larger sense*?

Define and distinguish between *dedicate*, *consecrate* and *hallow*. Why arranged in this order? (Consult lists of synonyms in Webster's dictionary.) Do you agree with Lincoln in his statement here? Observe the emphasis which is placed upon *we* each time it is used in the Sentence. Why?

## 7

What is the meaning of *struggled* as used here? Show how this sentence explains Sentence six.

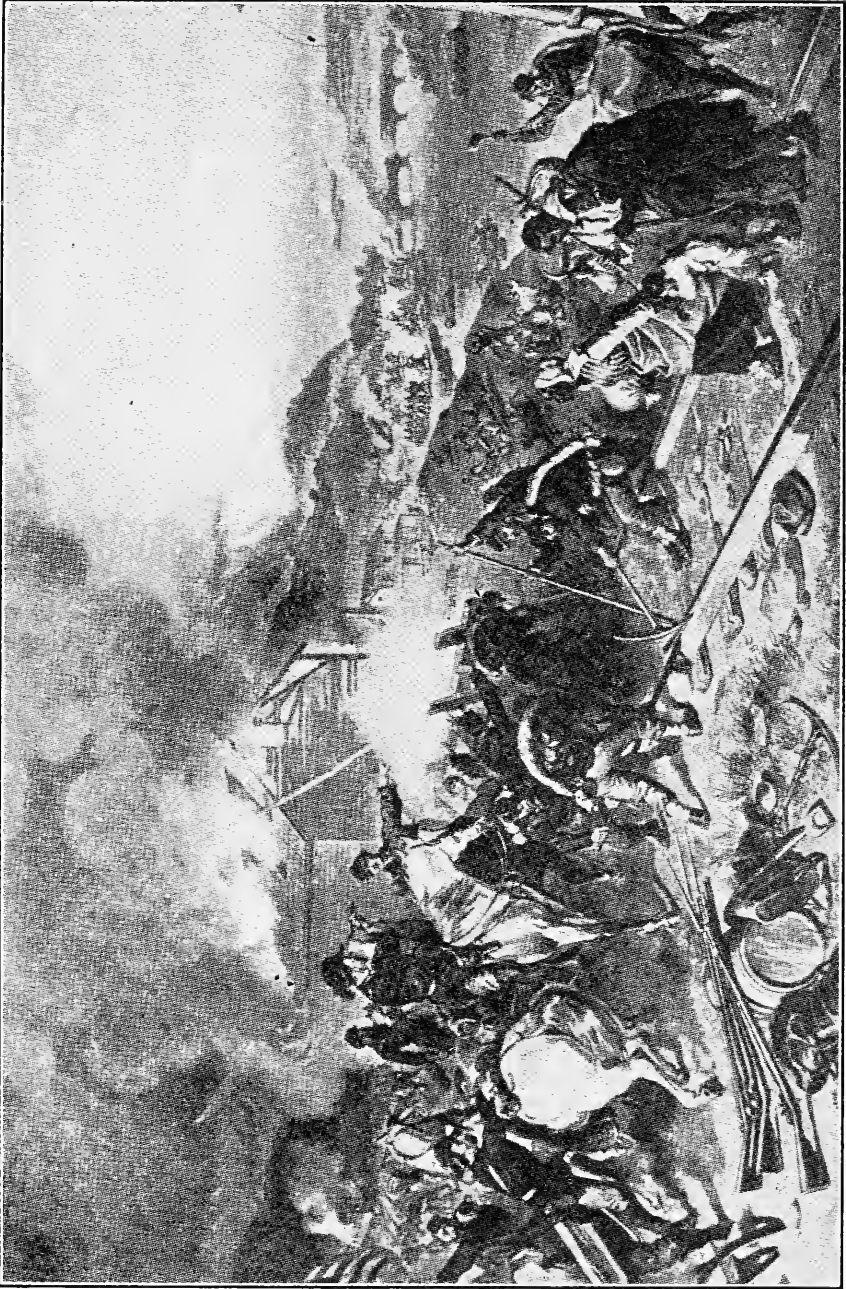
## 8

Define *world*, *note*.

What characteristic of Lincoln stands out here? Has history, thus far, proved him to be a true prophet?

## 9

What is the *unfinished work*? How much had been accomplished? What remained to be done? When was it finally finished? Did Lincoln live to see it done? (Pupil should get some idea of the seriousness of the problem of reconstruction and the emancipation of the negro.) To whom does he give all the credit for the work done thus far? Was he right in this?



Sherman's March to the Sea, F. O. C. Darley. — Courtesy of G. P. Brown & Co.

*Now we are engaged in a great civil war.*

Explain *cause, devotion, last full measure of devotion, highly resolve*. How could *these dead* have died in vain? Explain *new birth of freedom*. This implies a previous birth. When did it take place? With what event? Study the expression *government of the people, by the people, and for the people*. Is there a government of *the people* in all countries, that is, are the people everywhere governed? Name countries where the government of the people is *by a king*. Are you apt to have a government of *the people, by a king, and for the people*? Is it impossible? If we have a government of *the people, by the people*, are we always sure it is *for the people*? What evils in our country sometimes prevent our government from being *for the people*? Have you heard of the "Invisible Government?" What does it mean? Name some influences which attempt to gain control of our government for private ends. Why are they dangerous? Do you see need of *increased devotion* on our part to keep our country safe? Is courage necessary to be a good citizen in time of peace? Show it by example. Show how the last two phrases sum up the essence of the whole struggle.

(NOTE—On Dec. 18, 1865, Mr. Seward made official proclamation that the legislature of twenty-seven states, constituting three-fourths of the thirty-six states of the Union, had ratified the Thirteenth Amendment, and that it had become valid as a part of the Constitution. This amendment was passed by Congress, Jan. 31, 1865. It reads as follows: Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

The following is the Amendment as proposed, but voted down just previous to the war:

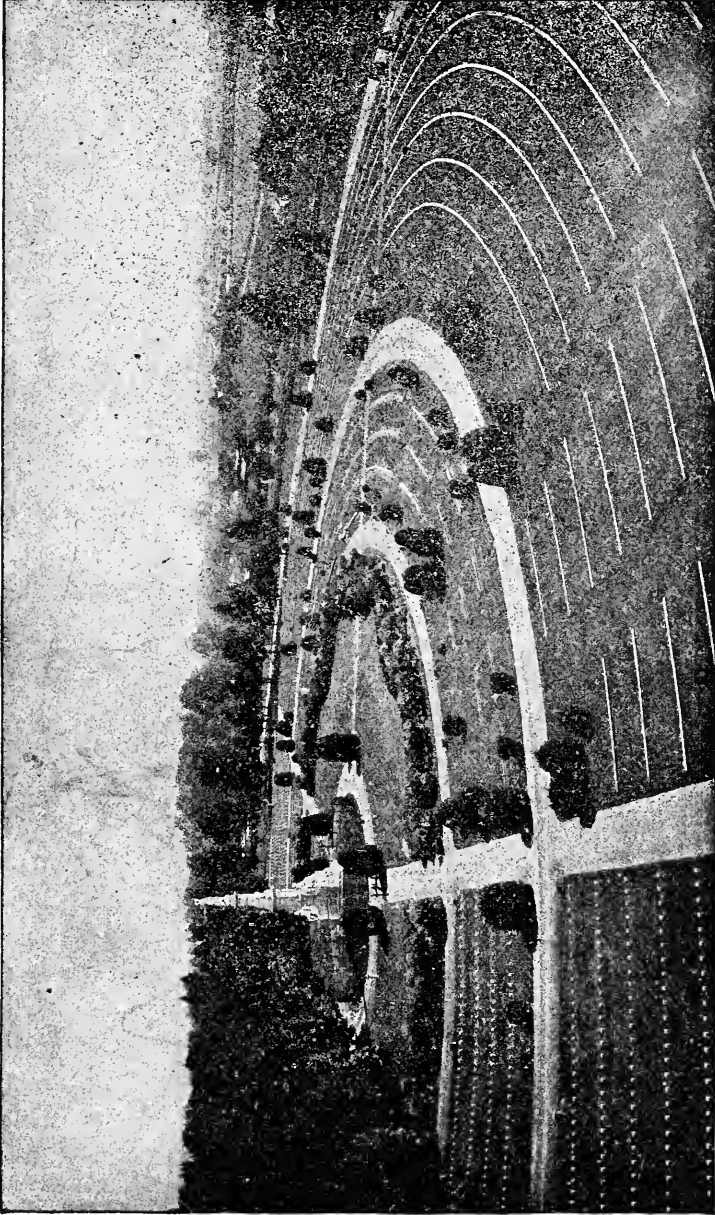
"No amendment shall be made to the Constitution which shall authorize or give to Congress the power to abolish or interfere within any State, with the domestic institutions thereof, including that of persons held to labor or service by the laws of said State."

Contrast this with the Thirteenth Amendment as finally passed, and you will see that the institutions to which it had, in its first proposal, offered a virtual claim of perpetual recognition and tolerance, were swept out of existence by one sentence. The *new birth of freedom* was accomplished.)

### III

#### • SUGGESTIVE OUTLINE OF THE SPEECH

- I. Our nation was founded upon the principles of liberty and equality. (1)
  1. It has endured for eighty-seven years.



The Graves of the National Cemetery

*We have come to dedicate a portion of that field as a final resting place for those who here gave their lives that that nation might live.*

- II. Now we are testing, through Civil War, the permanent stability of such a government. (2)
- III. We have met to dedicate a national cemetery for the soldiers. (3-8)
  - 1. It is a fitting and proper task, (5) but,
    - A. We cannot dedicate this ground in a large sense; (6) for,
      - (a) The dead soldiers have already done so. (7)
      - (b) The world will forget what we say, but not what they have done. (8)
- IV. We must take up their unfinished work. (9-10)
  - 1. It is a great task. (10-first clause)
  - 2. We should gain increased devotion to the cause from their example. (10-2nd clause)
  - 3. We should resolve, (10-3rd, 4th, 5th clauses)
    - A. That they shall not die in vain. (3rd)
    - B. That this nation shall have a new birth of freedom. (4th)
    - C. That this nation shall endure. (5th)

#### POINTS TO BE EMPHASIZED IN THE PREPARATION OF THE OUTLINE

Each head and subhead should consist of a complete sentence.

Relation of parts should be clearly shown by indentation.

All similar symbols should stand directly under each other with no writing between them. Keep margins exact.

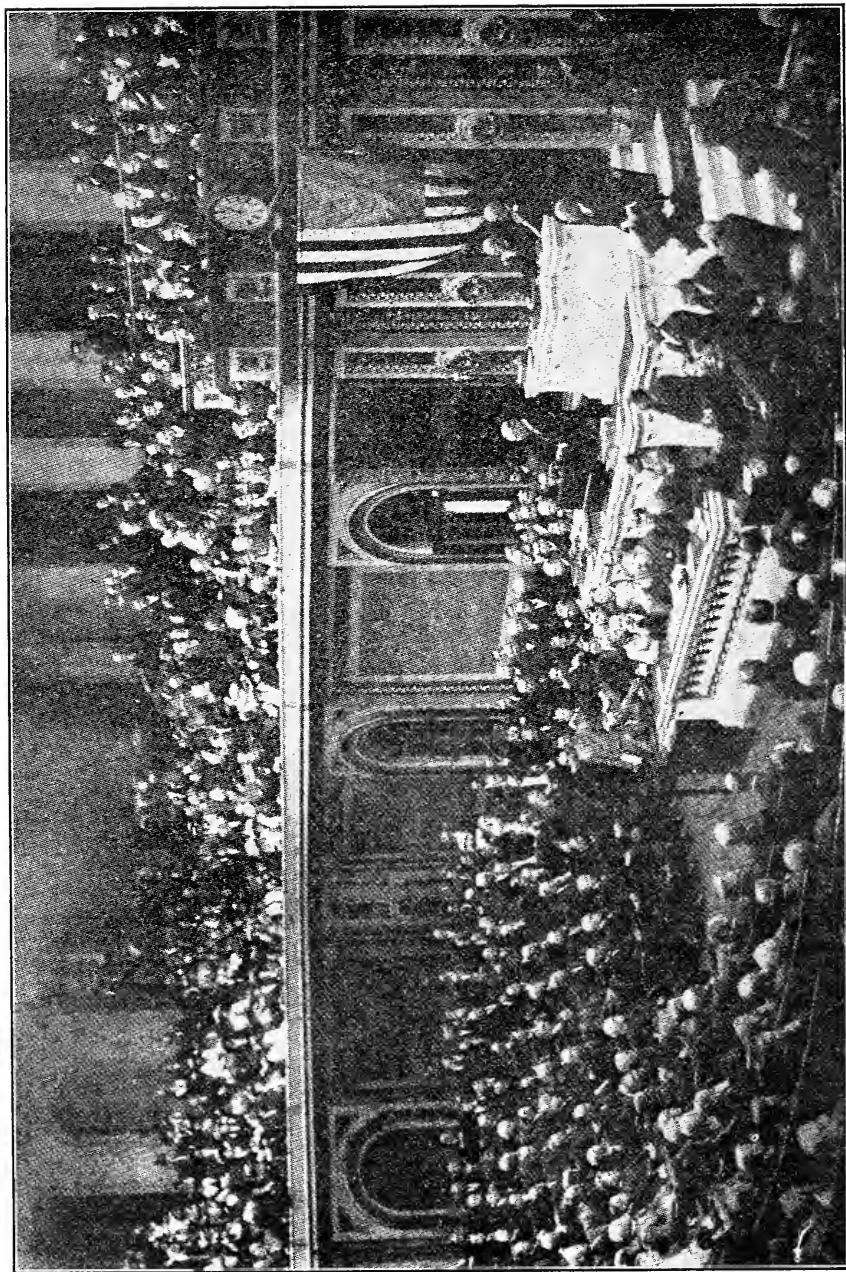
Indicate, by figures, the sentence in the Speech to which such division of the brief belongs.

Explain to pupils the object and nature of an outline, illustrating with other material. Assign them the "Gettysburg Speech" to outline. Discuss their outlines, gradually working out on the blackboard a completed model. Invite criticisms and suggestions. Let the model be the combined work of pupils as far as possible. When completed, discuss it as a whole, showing the correlation of the various parts of the Speech, and its gradual development up to the climax of the powerful appeal at the end. Show how the first and last clauses bind the whole Speech together.

#### IV

##### THE MAN AND THE SPEECH

The spirit or style of any piece of literature is a reflection of the personality of the man who wrote it. Below are given some of the leading characteristics of Lincoln which are clearly reflected in the Speech. See if you can discover them. Have the children point them out.



President Wilson addressing Congress. — Courtesy of the American Press Association, N. Y.

*Government of the people, by the people, for the people, shall not perish from the earth.*

Lincoln was deeply serious, thoroughly sane, and extremely simple. He habitually repressed himself. He never lost faith that the right would at last triumph. In time of success he gave the credit to those whom he employed, to the people, and to the Providence of God. He was subtle in his processes but he used his subtlety to leave men more free than he found them. Lincoln excelled in logical statement. He was successful in analysis, discerned with precision the central idea upon which a question turned, and knew how to disengage it and present it by itself in a few homely, strong, old English words that would be intelligible to everybody. He was acquainted with the ambitions and hopes of the heart, the means used to accomplish ends, the springs of action. He never hesitated to repeat himself. He was deeply interested in words, and thought that the greatest ideas should be expressed in simplest words. He carefully selected the right word for the right place. He made no attempt at adornment, parade, or pretense; but went straight to the point. The Gettysburg Speech is made up of ten sentences, all of them very short and simple, except the first and last. We find no classical allusions, almost no figures of rhetoric, and no difficult words. A study of the words used, however, will reveal them peculiarly fitting. The speech therefore has the grandeur and strength of absolute simplicity.

Lincoln was weak, unless he knew that he was right—his whole soul must be stirred with the justice of his cause for him to rise above the commonplace—but once convinced that he was battling for truth, he was logical, eloquent, irresistible.

## V

Have the pupils memorize the entire Speech thoroughly and give it several times before others. The teacher should aid each pupil, as far as possible, in his oral interpretation of the Speech; but should not set up mere examples of inflection or expression, for imitation. The pupil should, as far as possible, enter into the spirit of the Speech, and interpret it in his own way, guided merely by suggestion. Lincoln's Speech at Gettysburgh is regarded as one of the greatest ever delivered. Every American boy and girl of today should know it by heart. Then we may expect the man and woman of tomorrow to reflect in their deeds the Speech of Abraham Lincoln—the *First American*.



## LINCOLN'S ENGLISH

"Eloquent simplicity," the phrase used by Edward Everett in his note of congratulation to President Lincoln on his Gettysburg Address, is full of meaning. Certainly the English language contains no finer example of either eloquence or simplicity than is found in this remarkable address. As an illustration of the use of simple language to express profound thought, it is a model for all teachers and pupils.

In memorizing the Gettysburg Address, ample time should be given to a sympathetic study of the conditions which existed at the time of its preparation and delivery, and pupils should be led by such study to feel the sublimity of its patriotism, the depth of its pathos, and the beauty of its diction. Only teachers who feel these things, themselves, can hope to arouse such feelings in the minds and hearts of their pupils. After it has been memorized with such purpose in mind and has thus been made a part of the intellectual and emotional life of the boys and girls, all of them, who are old enough to appreciate the meaning and force of words fittingly used, will enjoy an analysis of the address to determine its language structure.

Counting the words as they come in regular order in the address and including the articles "a" and "the," the following interesting facts are noted:

Total number of words .....	268
Words of one syllable .....	196
Words of two syllables .....	46
Words of three syllables .....	18
Words of four syllables .....	8

Stated in per cents, it will be seen that 73 per cent of all the words are of one syllable; 17 per cent of two syllables; 7 per cent of three syllables; and 3 per cent of four syllables.

The following list, arranged alphabetically, includes all the *different* words used, the figure following each word indicates the number of *different* times it is used.

One syllable:—a—7; add—1; all—1; and—6; are—4; as—1; be—2; birth—1; brave—1; brought—1; but—2; by—1; can—2; cause—1; come—1; dead—3; did—1; died—1; do—1; earth—1; far—2; field—1; for—5; forth—1; fought—1; four—1; from—2; full—1; gave—2; God—1; great—3; ground—1; have—5; here—8; in—4; is—3; it—5; last—1; live—1; lives—1; long—2; men—2; met—1; might—



1; new—2; nor—1; not—2; note—1; now—1; of—5; on—2; or—2; our—2; place—1; poor—1; say—1; score—1; sense—1; shall—3; should—1; so—3; take—1; task—1; that—13; the—11; their—1; there—2; they—3; this—4; those—1; thus—1; to—8; us—3; vain—1; war—2; we—9; what—2; which—2; who—3; will—1; work—1; world—1; years—1. Total number of *different* words of one syllable—83.

Two syllables:—above—1; ago—1; any—1; before—1; cannot—3; civil—1; detract—1; endure—1; equal—1; fathers—1; final—1; fitting—1; forget—1; freedom—1; hallow—1; highly—1; larger—1; little—1; living—2; measure—1; nation—5; never—1; nobly—1; people—3; perish—1; portion—1; proper—1; power—1; rather—2; resolve—1; resting—1; seven—1; struggle—1; testing—1; under—1; whether—1. Total number of *different* words of two syllables—36.

Three syllables:—advanced—1; battle-field—1; conceived—2; consecrate—1; continent—1; created—1; dedicate—2; devotion—2; engaged—1; government—1; honored—1; increased—1; liberty—1; remaining—1; remember—1. Total number of *different* words of three syllables—15.

Four syllables:—altogether—1; consecrated—1; dedicated—4; proposition—1; unfinished—1. Total number of *different* words of four syllables—5. Total number of *different* words used in the address—139.

Pupils will find both pleasure and profit in working out a verification of the results stated in the preceding paragraphs, or in making the investigation, which will produce the results, for themselves, in response to questions by the teacher leading to such investigation.

O. T. CORSON.

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## THE FOLLOWING SOURCES FURNISH HELPFUL MATERIAL IN TEACHING THE GETTYSBURG SPEECH.

Essay on Lincoln, by Schurz, Houghton, Mifflin Co., Chicago, 15c.  
Oration of Lincoln, by Watterson, Duffield & Company, New York.  
Gettysburg & Lincoln, by Burrage, G. P. Putnam's Sons, New York.  
The Perfect Tribute, by Andrews, Chas. Scribner's Sons, Chicago, 25c  
or Scribner's Magazine, July, 1906.

He knew Lincoln, by Ida Tarbell, Macmillan Company, Chicago, 50c  
or American Magazine, February, 1907.

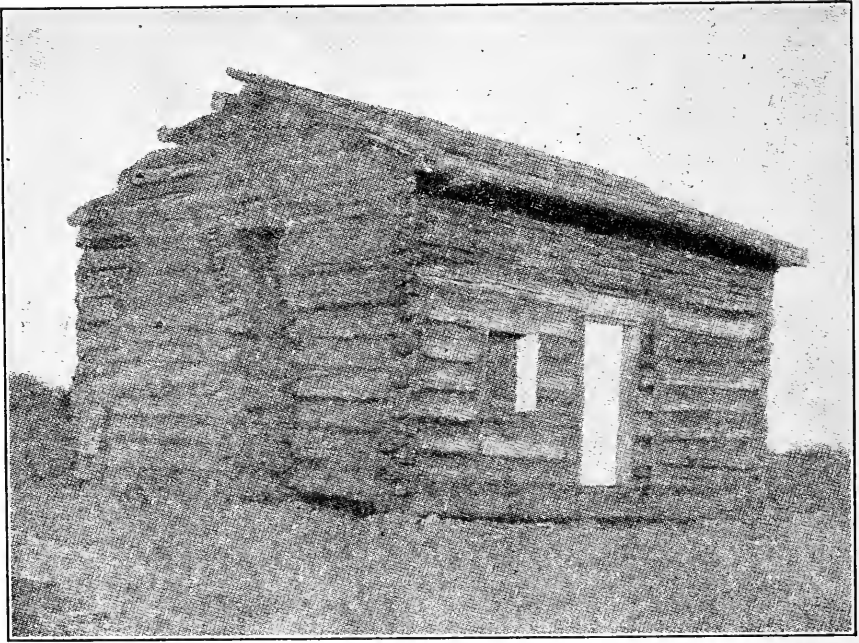
The Toy Shop, by Gerry, Harper & Brothers, New York, 50c or  
Harper's Magazine, December, 1907.

Consult magazine files of 1909 and 1913. The following contain ar-

ticles: The Century, November, 1909; Nation, July 10, 1913; Independent, April 24 and July 3, 1914; Outlook, June 21, July 12 and 19, 1913; Review of Reviews, August, 1913; Hearst's Magazine, February, 1914; Dial, September 16, 1913; McClure's, July, 1907.

The Pennsylvania Railroad Company, Philadelphia; the Press Publishing Company, care New York World, New York City; and the University of Nebraska, Lincoln, have published pamphlets on Lincoln and Gettysburg for free distribution.





Lincoln's Birthplace.